

SURVEY OF CAREER PLANS OF COLLEGE SENIORS

SPONSORED BY THE SOUTHERN REGIONAL EDUCATION BOARD

AND SOUTHERN COLLEGE PERSONNEL ASSOCIATION

PREPARED BY INSTITUTE FOR SOCIAL RESEARCH

FLORIDA STATE UNIVERSITY, TALLAHASSEE, FLORIDA

OCTOBER 1, 1959

HD
5381.5
F57

The Un
at Gre

Jackson Library -UNCG
HD5381.5.F57
Florida Stat / Survey of career plans of coll
NGUU
3 0510 07980471

JACKSON LIBRARY



HD

5381.5

F57

University of North Carolina at
Greensboro, North Carolina 27412

Walter Clinton Jackson Library

SURVEY OF CAREER PLANS OF COLLEGE SENIORS

**WOMAN'S COLLEGE
UNIVERSITY OF NORTH CAROLINA**

**SPONSORED BY THE SOUTHERN REGIONAL EDUCATION
BOARD AND SOUTHERN COLLEGE PERSONNEL ASSOCIATION**

**PREPARED BY INSTITUTE FOR SOCIAL RESEARCH
FLORIDA STATE UNIVERSITY, TALLAHASSEE, FLORIDA**

OCTOBER 1, 1959

INTRODUCTION

It is only appropriate to begin by acknowledging the excellent cooperation and assistance given by each of the following participating colleges and universities.

1. East Tennessee State College
2. Florida State University
3. Georgia State College for Women
4. Millsaps College
5. Mississippi Southern
6. Mary Washington College (University of Virginia)
7. Rollins College
8. Stetson University
9. Tuskegee Institute
10. University of Florida
11. University of Houston
12. University of Kentucky
13. University of Mississippi
14. University of the South
15. Woman's College (University of North Carolina)

The purpose of report is to furnish each institution with the tabulation of responses to the question included on schedule. We hope this preliminary information will be helpful to the institution. The number of respondents from each institution is a function of the sampling ratio suggested, plus the number of students responding to the questionnaire. Although we did not achieve our goal of at least 90 per cent of the students selected in our sample, the final count was 798 males and 755 females bringing the total sample to 1,533 seniors. This represents a return of 70.3 per cent of the total sample selected.

This preliminary report will not include any analysis of the grade point average or of any test scores which the institution has been requested to furnish. This data is not available for all institutions at this time, but should be within the next month. Also, a duplicate deck of cards with the coding instructions will be furnished each institution upon request.

The final report on this study will include institutional comparisons of the factors relating to the three basic decisions: choice of a major, occupational choice, and decision concerning graduate education. In addition, comparisons will be made by both grade point average and psychological test score of the student. Particular emphasis will be placed on those students expressing a desire to continue their graduate education.

One of the main purposes of this study was to get some idea of the number of seniors who planned to continue their education in either a graduate or professional school. At the same time, we

would like to evaluate both the reasons for continuing their education as well as the reasons for terminating their education with a bachelors degree.

In an effort to better understand the factors relating to the decision to enter in graduate education, the questionnaire focuses on three interrelated decisions; the choice of a major in college, the choice of an occupation, and finally the decision about graduate education. There is a series of questions relating to each of these decisions as to when they were made, as well as the important influence in the final choice. These influences can be grouped into four broad classifications: The home environment, which includes parents, friends and relatives, as well as people in a particular occupation whom they have known. This set of factors is antecedent to entrance into college. The second set of influences is also antecedent to entrance into college, but has to do with the influence of the secondary schools as represented by teachers or counseling and testing services. The third set of factors is related to their college experience and is represented by the influence of college teachers and aptitude tests or vocational counseling in college. The fourth factor which might play an important role in the choice of a major and the decision to continue graduate education is whether the student has made a tentative choice of a career.

In addition to measuring the relative influence of these factors on the students' decision, these questions also provide a measure of the institution's impact on the student during his four year residence as an undergraduate. In an effort to evaluate the influence of the home environment, a series of questions inquire into education, occupation, and income of the parents. Finally, there is a group of statements which express different positions concerning the purpose of college education which the students are asked to rank as to importance for him.

This individual report for your institution includes the tabulations for the questions on the survey. In presenting the results, the headings for each of the tables will be the number of the question as it appears on the survey, along with the question itself. In addition, the distribution of responses will be reported by sex. The relative importance of any question can be determined by the magnitude of the number since the total responses for any institution will be approximately the same for every question. Table 31 gives the total number of respondents in your sample by sex and represents the maximum number of responses for any question. Any deviation from this base number represents a failure by the student to answer the question. No mention is made of the sampling design, as each institution knows how it conducted its own survey.

Choice of a major:

Since there is such proliferation of possible majors, and in many instances the number of students is so small, no attempt is made to report the distribution of major for each school. However, in this case as in others to follow, each institution will be able to get the information from the duplicate set of cards which will be forwarded along with the report.

Item 2, Table 1 gives some idea of how crystallized the students plans were in regard to their major field of interest. The two answers given most frequently were that they chose their major before college or in their sophomore year. This clustering of time of decision in the sophomore year might be due to the administrative structure of some colleges.

Item 3a, Table 2 points up the instability of the student's first choice of a major. A very general observation would be that the female student is less likely to change her major than is the male student. The range in turnover is from a low of 15 per cent of those students reporting to a high of 45 per cent. Individual institutions could pursue this further by investigating the causes of the frequent changes in major as well as the direction of change, i.e., from physical science to social science or humanities, from the liberal arts college to schools of business.

Item 4 and Item 5, Table 3 and Table 4. Table 3 gives the frequency of response to the various sources of influence on their choice of a college major as well as the relative importance of each. There are institutional variations in the number of students identifying the importances of the factors listed. However, the students in all institutions gave as the most important reason, "their interest in the subject." In most institutions the second most important factor was either "what you seem to be good at" or "necessary to my career." This ranking is also reflected in Item 5, Table 4 where the student was asked to list the most important factor. The relative importance attached to each of the factors listed points up one of the more important findings of this survey and that is the lack of influence the college has on its students in guiding their decisions in the three areas under consideration, i.e., choice of major, choice of occupation, decision to go to graduate or professional school. Of course, it is realized that the college influences the student in many indirect ways, but the two most formalized, counseling and vocational testing, and the influence of the college faculty, is ranked very low in importance by these college seniors.

WOMEN'S COLLEGE (U. N. C.)

TABLE 1

2. When did you decide to major in this area?

	MALE	FEMALE
Before college		37
Freshman year		12
Sophomore year		32
Junior year		9
Other		1

TABLE 2

3a. Have you ever had a major other than your present one?

	MALE	FEMALE
Yes		44
No		46

TABLE 3

4. How important has each of the following been in the choice of your present major?

	V. Imp.		Of S. Imp.		Not Imp.	
	Male	Female	Male	Female	Male	Female
Parents		11		40		40
Friends or relatives in occupation you plan to enter		15		31		45
Interest in subject matter		78		11		2
What you seem to be good at		47		38		6
Aptitude test or vocational counseling in high school		6		13		70
High School Teacher		10		23		57
College Teacher		19		19		53
Friends or relatives		9		33		37
Aptitude tests or vocational counseling in college		3		9		78
Necessary to my career		27		22		36
Other						

TABLE 4

5. Most important factor in choice of present major.

	MALE	FEMALE
Parents		3
Friends or relatives in occupation you plan to enter		1
Interest in subject matter		56
What you seem to be good at		7
Aptitude test or vocational counseling in High School		1
High School Teacher		4
College Teacher		5
Friends or relatives		2
Aptitude tests or vocational counseling in college		2
Necessary to my career		3
Other		4

Occupational Choice:

The next section of the questionnaire is devoted to certain aspects related to the students' choice of an occupation. The responses to Item 6 and Item 6a are given in Table 5 and Table 6. It is quite evident from Table 5 that the majority of students have made up their minds as to what their occupation will be by the time they graduate. In general, a larger percentage of the females have a definite idea concerning their occupation than do the male students. There is also institutional variation in the percentage of students having made a definite decision at this time. In some institutions the percentage of males who have decided upon an occupation runs as low as 75 per cent as compared to other institutions where 93 per cent have made this decision. The range in the percentage of females runs from a low 78 per cent to as high as 95 per cent having decided upon an occupation.

T A B L E 5

Item 6. Have you decided at this time what occupation you plan to pursue?

WOMAN'S COLLEGE (UNIVERSITY OF NORTH CAROLINA)

	MALE	FEMALE
1. Yes		80
2. No		3
3. Undecided		7

T A B L E 6

Item 6a. If you have decided upon an occupation, which one of the categories listed best describes the time you had made up your mind?

WOMAN'S COLLEGE (UNIVERSITY OF NORTH CAROLINA)

	MALE	FEMALE
1. Junior in High School		14
2. Senior in High School		15
3. Freshman in College		6
4. Sophomore in College		16
5. Junior in College		14
6. Senior in College		17
7. In service		0
8. Other		1

There has been considerable speculation as to when a person decides upon his occupation, and in this sample of college seniors the largest majority of them indicated that they did not make up their minds concerning an occupation until they were in college. There is a difference between the males and females in this regard.

6b. If you have decided upon an occupation, would you describe it in specific terms. (Includes entire sample by sex)

	MALE	FEMALE	TOTAL
Engineers	71	0	71
Natural scientists (biological, math, physics, etc.)	66	16	82
Teachers (other than college)	59	359	418
Physicians and surgeons	50	2	52
Craftsmen	45	2	47
Lawyers and judges	41	2	43
College professors and instructors	39	14	53
Managers, officials, and proprietors	37	3	40
General business	36	7	43
Accountants and auditors	32	4	36
Cashiers and sales clerks	27	0	27
Officers, pilots, purser, and ship engineers	26	2	28
Personnel and labor relations workers	18	6	24
Insurance agents and brokers	15	2	17
Advertising agents and salesmen	14	3	17
Scientists and music teachers	14	11	25
Officials and administrators, public admin.	11	3	14
Pharmacists	10	0	10
Editors and reporters	9	5	14
Construction & group workers	9	44	53
Natural scientists	9	7	16
Real estate agents and brokers	9	0	9
Check and bond salesmen	7	0	7
Architects	7	1	8
Ministers	7	2	9
Bank tellers	6	1	7
Managers	5	0	5
Authors	4	3	7
Foresters and conservationists	4	0	4
Managers and superintendents, building	4	0	4
Dancers and actresses	3	2	5
Scientists and art teachers	3	6	9
Designers	3	10	13
Artists	3	0	3
Photographers	3	0	3
Buying agents and buyers	3	6	9
Actors	2	0	2
Radio operators	2	0	2
Managers and department heads, store	2	8	10
Team managers	2	1	3
Inspectors, public administration	2	0	2
Law enforcement officials	2	0	2
Postmen	1	0	1
Cometrists	1	0	1
Devisers	1	0	1
Professional technicians (medical, dental, testing)	1	19	20
Librarians	0	7	7
Photographers, typists, and secretaries	1	30	31
Dietitians, professional	0	17	17
Dietitians and nutritionists	0	16	16
Demonstrators	0	8	8

In the overall sample, a larger percentage of the females than males made their occupational decisions before entering college. Institutional variation in the time of decision was rather large with some institutions recruiting a larger percentage of students who have already made their decisions before entering college. Also, there was considerable institutional variation in the percentage of students selecting their occupation in their freshman, sophomore, junior, or senior years in college. The impressive finding here is the large percentage of students, varying from 50 per cent to 80 per cent, who make their occupational decision during their four years of college. Whether they actually fulfill this occupational aspiration is a matter of speculation and maybe partially answered in the follow-up study on these students.

Table 7 gives the distribution of responses to Item 6b which indicates the occupation the student has chosen to pursue. The occupations listed in this table are ranked according to their importance for the male students. Thus, engineering which was chosen by more males than any other occupation was listed first. This list of occupations and their relative importance for the students reflects some of the present societal emphasis on the need for scientists and college teachers. This ranking of occupational choice might also reflect a bias in the institutions participating in this survey, but whatever the reason, it was unexpected to find such a large portion of the males choosing to be "scientists" or "college teachers."

Item 7 which pinpoints some of the factors which influence the students in making his occupational choice is presented in Table 8. There were sex differences as well as institutional differences in the relative importance of the factors listed. The minor role that high school and college play in influencing this decision is evident in the responses to this question. This, in spite of the fact that the majority of students make their occupational decisions during their college career. The most important factor in their choice of an occupation is shown in Table 9, and without exception the reason given most often was that the decision was their "own choice, what seemed to be best at the time." The second most important factor was "members of occupation you plan to enter."

Item 8a, Table 10 identifies some of the attributes which the occupation of their choice must have. In a sense, these choices reflect some of the values which the student thinks important. Here again there are sex as well as institutional variations in the relative importance of these attributes. One of the most noticeable sex differences was the extreme importance given to the idea that the occupation which "gives me an opportunity to work with people rather than things" by females whereas, the majority of the male students said that the occupation must provide "an opportunity to use my special abilities or aptitudes."

WOMAN'S COLLEGE (U.N.C.)

TABLE 8

7. How important has each of the following been in your choice of an occupation?

	VERY IMP.		OF SOME IMP.		NOT IMP.	
	Male	Female	Male	Female	Male	Female
Parents		14		44		28
Friends and relatives		8		37		39
Members of occupation you plan to enter		25		31		30
High School Teacher		11		14		59
College Teacher		14		27		44
Aptitude tests or vocational counseling in High School		2		14		69
Aptitude tests or vocational counseling in College		2		8		75
Own choice, what seemed to be best at time		75		10		2
Other						

TABLE 9

7b. Which factor was most important in your choice of an occupation?

	MALE	FEMALE
Parents		2
Friends and relatives		1
Members of occupation you plan to enter		7
High School Teacher		5
College Teacher		2
Aptitude tests or vocational counseling in High School		0
Aptitude tests or vocational counseling in college		0
Own choice, what seemed to be best at time		63
Other		2

Item 9, 10, and 11 describe the job placement situation at each individual college at the time of this survey. Many students reporting no job placement at the time have plans to go on to professional or graduate school. However, a more accurate picture can be seen by looking at Table 14 which gives the number of seniors in the sample who are now seeking employment. At most colleges and universities, a larger percentage of the females were still seeking jobs at the time of this survey. It is possible that some of the students might decide to seek graduate or professional training in lieu of a suitable job offer.

T A B L E 14

Item 11. Are you now seeking employment:

WOMAN'S COLLEGE (UNIVERSITY OF NORTH CAROLINA)

	<u>MALE</u>	<u>FEMALE</u>
1. Yes		30
2. No		57

Decision To Go To Graduate Or Professional School:

One of the purposes of this study was to get some estimate of the graduate or professional plans of this sample of college seniors. Item 12, Table 15 gives the distribution of responses from your institution to the question, "Are you planning to go to graduate or professional school?" As might be expected, a larger percentage of the male students indicated that they plan to pursue graduate or professional education than of the female students. In the total sample, 39.1 per cent of the males as compared with 15 per cent of the females indicated they plan to continue in graduate or professional training on a full time basis.

T A B L E 15

Item 12. Are you planning to go to graduate or professional school?

WOMAN'S COLLEGE (UNIVERSITY OF NORTH CAROLINA)

	<u>MALE</u>	<u>FEMALE</u>
1. No		28
2. Yes - full time		13
3. Yes - part time		13
4. Undecided		37

There was also a marked difference in the percentage of students expressing a desire to continue in graduate or professional education by institutions. In some of the institutions included in this survey, the percentage of the students responding to the questionnaire who expressed an interest in continuing their graduate education ran as high as 75 per cent and in others it ran as low as 25 per cent

TABLE 10

8a. How important were the following in your choice of an occupation?

	VERY IMP.		OF SOME IMP.		NOT IMP.	
	Male	Female	Male	Female	Male	Female
"Provide an opportunity to use my special abilities or aptitudes."		55		30		3
"Provide me with a chance to earn a good deal on money."		5		38		43
"Permit me to be creative and original."		38		30		19
"Give me social status and prestige."		2		44		39
"Give me an opportunity to work with people rather than things."		58		16		13
"Enable me to look forward to a stable, secure future."		28		44		16
"Leave me relatively free of supervision by others."		8		32		46
"Give me a chance to exercise leadership."		12		45		30
"Provide me with adventure."		10		41		36
"Give me an opportunity to be helpful to others."		44		31		13

TABLE 11

8b. Which factor was most important in your choice of an occupation?

	MALE	FEMALE
"Provide an opportunity to use my special abilities or aptitudes."		19
"Provide me with a chance to earn a good deal of money."		1
"Permit me to be creative and original."		9
"Give me social status and prestige."		0
"Give me an opportunity to work with people rather than things."		33
"Enable me to look forward to a stable, secure future."		6
"Leave me relatively free of supervision by others."		0
"Give me a chance to exercise leadership."		0
"Provide me with adventure."		0
"Give me an opportunity to be helpful to others."		15

TABLE 12

9. Have you secured or been assured of a position after graduation?

	MALE	FEMALE
Yes		55
No		34

TABLE 13

10. Have you received any job offers?

	MALE	FEMALE
Yes		74
No		13

to 35 per cent of the sample. This institutional difference in proportion of students planning to go to graduate or professional school might reflect a bias in the way the institutional sample was secured. On the other hand, it might be a reflection of a differential effect of the institution on their students. It is proposed to examine this proposition in more detail in a later analysis.

The responses which are given in Table 16 through Table 27 are those given by the seniors who indicated they plan to go to graduate or professional school full time, part time or were undecided. Item 13a, Table 16 indicates the areas in which they will enter. This table represents the distribution of all the respondents in the fifteen institutions. The areas of study in graduate or professional training are ranked according to their importance for the male student. The last column of the table gives the rank order of importance of each area for the total, both male and female choice. Law, medicine, and religion represents the top three choices for professional schools. Chemistry, physics, mathematics rank in the first eleven choices. It is evident that the emphasis is on professional education for those students expecting to continue their education past the baccalaureate degree.

Item 13b, Table 17 indicates the advanced degree which these students expect to achieve in their graduate or professional program. The professional orientation of these students can also be seen in the distribution of these planned degrees. It is also of interest to note how few initially planned to study for the Ph. D. degree and none expect to work toward the Ed. D. degree. However, in Item 13c, Table 18 it is clear that many who plan to work toward a master's have plans to continue. However, the majority seem to be undecided as to their future plans.

One of the surprising findings is the fact that well over half of those students planning to do graduate or professional work indicate that they expect to begin this training by September, 1967. A word of caution not to generalize these percentages in the sample to your own institution. In many cases these percentages are higher than you would expect to find in your particular institution as some limited checks have indicated that those students who did not respond to the initial questionnaire are probably those students who do not plan to continue. However, it can be stated that a majority of those students who did respond to the questionnaire and who plan to go to graduate or professional school plan to enter this coming September. This influx of students will be felt primarily by the professional schools although graduate education will feel the pressure of additional applications.

Following the same procedure as we did in discussing the choice of a college major and occupational choice, Item 14, Table 20 attempts to assess the relative importance of the college, the home environment

TABLE 16

em 13a. If you are undecided or definitely planning on going to graduate or professional school after getting your bachelor's degree, indicate the field in which you plan to major. If undecided at this time indicate this below. (Includes entire sample by sex)

	MALE	FEMALE	TOTAL	RANK ORDER OF IMPORTANCE OF TOTAL
W	40	1	41	1
edicine	35	1	36	3
ligion	33	4	37	2
gineering (General)	30	0	30	5.5
usiness & Commerce	22	9	31	4
emistry	15	5	20	9
ysics	13	0	13	12
ne & Applied Arts	12	18	30	5.5
thematics	12	6	18	10.5
ychology	9	9	18	10.5
onomics	9	1	10	19.5
ological Science, General (pre med)	9	2	11	16.5
ology	8	2	10	19.5
ological Science, General	7	3	10	19.5
mbined Elementary & Secondary Education	6	18	24	7
oreign Languages	6	6	12	14
ternational Relations	6	3	9	23.5
GLISH & Journalism	5	17	22	8
story	5	4	9	23.5
n teaching fields (counseling d guidances)	5	7	12	14
ilosophy	4	0	4	28.5
ciology	4	4	8	26
counting	3	1	4	28.5
ysical Ed.	3	8	11	16.5
sic Education	3	0	3	30.5
creation	2	0	2	33
ementary Education	2	10	12	14
riculture	1	0	1	39
chitecture	1	0	1	39
ricultural Ed.	1	0	1	39
ade & Industrial Ed.	1	1	2	33
condary Ed.	1	2	3	30.5
ography	1	0	1	39
ntestry	1	0	1	39
terinary Med.	1	0	1	39
neral Health Progress	1	9	10	19.5
eteorology	1	0	1	39
cial Science (General)	1	1	2	33
thropology	1	0	1	39
cial Work	1	8	9	23.5
arly Childhood Education	0	1	1	39
rsing	0	6	6	27
me Economics	0	9	9	23.5

TABLE 17

13b. For what degree do you plan to study?

	MALE	FEMALE
M. A.		18
M. S.		10
M. Ed.		5
LL. B.		0
D. D.		0
M. D.		1
Ed. D.		0
Ph.D.		2
Other		6
Undecided		4

TABLE 18

13c. After you receive the degree indicated above, do you plan to work for another degree?

	Male	Female
No		23
Yes - Ph.D.		3
Yes - Ed. D.		0
Yes - Other		1
Undecided		17

TABLE 19

13d. When do you plan to start your graduate work?

	MALE	FEMALE
By September, 1960		16
After September, 1960		10
After Military Service		0
Undecided		20

TABLE 20

14. How important has each of the following been in your decision to go to graduate or professional school?

	VERY IMP.		OF SOME IMP.		NOT IMP.	
	Male	Female	Male	Female	Male	Female
Parents		6		16		23
Friends or relatives in occupation you plan to enter		9		9		27
Friends or relatives		5		13		26
Interest in Subject		43		7		0
Aptitude test on vocational counseling in college		0		3		51
College Teacher		15		14		17
Preparation necessary for a specific occupation		19		14		10
Additional degree would increase chances for higher salary.		9		23		13
Other						

and career orientation on the student decision to continue his graduate or professional training. The majority of students in all institutions listed as very important in their decision to go to graduate or professional school, "interest in subject." After this, the relative importance of the other factors seems to vary by sex and by institution. It is interesting to note again that the influence of the college teacher on this decision ranks very low.

Item 14a, Table 21 points out the most important factor in this decision to go to graduate school. The occupational orientation of graduate education is seen in the fact that after "interest in subject" made the factor most frequently mentioned was "preparation for a specific occupation." In most cases the third most important factor was "additional degree with increased chances for higher salary."

In an earlier survey of four colleges and universities in Florida, the choice of a graduate or professional school was in most cases confined to the region. In the present study this finding was upheld. Item 15a, Table 22 points up the regional nature of graduate education.

There has been much discussion as to the extent of the practice of multiple application for graduate training. Item 15b, Table 23 might throw some light on how prevalent this practice actually is. This table indicates that many of the students have not as yet applied to any graduate school and that the majority applied only to one. In the matter of assistantship, scholarship, and fellowship, Item 15c, Table 23 indicates that the majority of students have not applied for any such assistance and that the problem of multiple application for assistantship is relatively nonexistent, at least among this sample of college seniors.

One of the major questions in looking at the students' plans for graduate or professional education is how does he plan to support himself during this period of study. Item 16, Table 25 gives the distribution for your institution. In the majority of cases, the student plans to use his "savings" plus "outside work." In view of Federal legislation which provides loan funds, it is interesting to note that in the sample very few, less than five students, indicate this as a probable source of financial aid.

Why does a student choose a particular graduate or professional school? What are the factors which influence this decision? Item 17a, Table 26 point up some factors thought important by these students. The two reasons given most often as being very important were "excellence in training which field I am interested in" and "academic reputation of the graduate or professional school." After these two, the third most important reason was cost. Item 17b, Table 27 points up the most important factor and the three factors mentioned above are the most important as seen by these students.

T A B L E 21

14a. Which factor was most important in your decision to go to graduate or professional school? WOMEN'S COLLEGE (U. N. C.)

	MALE	FEMALE
Parents		2
Friends or relatives in occupation you plan to enter		0
Friends or relatives		1
Interest in Subject		22
Aptitude test on vocational counseling in college		0
College Teacher		4
Preparation necessary for a specific occupation		8
Additional degree would increase chances for higher salary		5
Other		3

T A B L E 22

15a. What graduate school do you plan to attend? (Entire sample by sex)

LOCATION OF GRADUATE SCHOOL	MALE	FEMALE
Region	246	81
Mid Region, In United States	70	61
Mid United States	12	4
Outside		

T A B L E 23

15b. Number of colleges or universities to which you have applied for admission. (Entire Sample by Sex)

NUMBER	MALE	FEMALE
1	105	78
2	146	36
3	34	17
4	16	10
5	17	1
6	10	3
7	1	1

T A B L E 24

15c. Number of colleges or universities to which you have applied for an assistantship, scholarship, or fellowship. (Entire sample by sex)

NUMBER	MALE	FEMALE
1	235	111
2	62	16
3	12	9
4	9	8
5	6	0
6	4	1
7	1	1

TABLE 25

WOMAN'S COLLEGE (U. N. C.)

16. What type of financial arrangements do you intend to make to support your graduate or professional study?

	MALE	FEMALE
Graduate assistantship		0
Graduate scholarship		10
Outside work - part time		6
Savings		12
Support from family		1
If married - wife work		0
Loan fund		0
F.I. Bill		0
Other		7

TABLE 26

17a. How important has each of the following been in your decision to attend the graduate or professional school of your choice?

	VERY IMP.		OF SOME IMP.		NOT IMP.	
	Male	Female	Male	Female	Male	Female
Cost		0		0		17
Family preference		2		7		26
Size of graduate or professional school		6		11		17
Nearness to home		7		2		26
Academic reputation of the graduate or professional school		27		8		0
Excellence of training in field I am interested in		20		8		2
Will receive a scholarship or assistantship		7		4		23
I can meet the admission requirements		2		14		13
The school's graduates can make good contacts		4		12		19
My college teacher recommended it.		4		10		21
Friends or relatives in occupation you plan to enter recommended it.		3		4		28
Other						

TABLE 27

17b. Most important factor in choice of graduate or professional school

	MALE	FEMALE
Cost		1
Family preference		0
Size of graduate or professional school		0
Nearness to home		2
Academic reputation of the graduate or professional school		4
Excellence of training in field I am interested in		26
Will receive a scholarship or assistantship		2
I can meet the admission requirements		1
The school's graduates can make good contacts		1
My college teacher recommended it		1
Friends or relatives in occupation you plan recommended it		1
Other		3

In the previous paragraphs, we have investigated the reasons given by those students who plan to go to graduate or professional school, full time, part time, or were undecided. Item 18, Table 28 was asked of those students who indicated they did not plan to enter graduate or professional school. Their replies indicated a general rejection of the idea that further training would enhance their occupational advancement. As shown in Item 18b, Table 29, the most important reason for not going to graduate school was the belief that "practical experience is better than additional education." The "cost of graduate education" ran a close second for the male students as a reason for not going. Among the females, a major feature was marriage.

Demographic Characteristics of the Samples:

Item 19, a, b, and c give the age, sex, and marital status of the seniors. Table 30 gives the average age of these seniors by sex and institution. Table 31 gives the number of males and females included in the sample at your institution. Table 32 gives the marital status of the students at your institution. You might compare your institution with the percentage of total sample who answered this question. At the time the survey was taken 39.1 per cent of the males were married as compared with 10.8 per cent of the females, a larger proportion of the girls (36.6 per cent) were engaged or "going steady" than boys (20.3 per cent). Also more of the girls (52.5 per cent) said they were unattached than did the boys (40.6 per cent).

Item 20, Table 33 through Item 25, Table 38 represent questions which indirectly gives us a picture of the home environment from which the student came. The majority of the students both male and female lives most of their life in communities with less than 50,000 inhabitants. The median in category for both male and female seniors is a "city of 10,000 plus to 50,000 people." There are differences among institutions as to whether they are more selective of students from large urban places or from the smaller cities and towns.

Item 21, Table 34, gives the distribution of the educational attainment of the fathers of the students in the sample of seniors from your institution. In the total sample, there was a sex difference in that at least 50 per cent (the median) fell in the category of "some college," whereas for the male students the median education was "completed high school." There were noticeable institutional differences in the level of educational attainment of the fathers of the male students.

WOMAN'S COLLEGE (U. N. C.)

T A B L E 28

18. How important has each of the following been in your decision not to go to graduate or professional school?

	VERY IMP.		OF SOME IMP.		NOT IMP.	
	Male	Female	Male	Female	Male	Female
It would cost more than I can afford		3		11		14
I would rather get married		7		7		14
My college teachers think I should not go		0		1		26
My college grades are too low		3		6		19
I don't think I have the ability		1		5		22
Tired of school		7		10		11
Practical experience better than additional education		12		3		13
No advantage in graduate work		3		2		22
Most people I know (my family and friends) do not go to graduate or professional school.		0		2		25
I have never thought about why I might not go to graduate or professional school		5		5		25
I am too old--don't want to take time.		0		0		23
Other						

T A B L E 29

18b. Most important factor in decision not to go to graduate school

	MALE	FEMALE
It would cost more than I can afford		5
I would rather get married		6
My college teachers think I should not go		0
My college grades are too low		3
I don't think I have the ability		1
Tired of school		4
Practical experience better than additional education		6
No advantage in graduate work		1
Most people I know (my family and friends) do not go to graduate or professional school.		0
I have never thought about why I might not go to graduate or professional school.		4
I am too old--I don't want to take time.		0
Other		3

WOMAN'S COLLEGE (U. N. C.)

TABLE 30

Item 19a. Average age of Seniors in sample by sex.

	MALE	FEMALE
University of Florida	24.6	22.3
Florida State University	24.4	22.7
Peterson University	23.7	21.8
University of Mississippi	24.1	21.9
Mississippi Southern	24.1	23.5
Illsaps College	23.3	21.7
University of Kentucky	24.5	22.7
Huston University	28.2	25.7
West Tennessee State College	25.0	25.1
University of the South	22.3	
Eskegee Institute	25.0	22.1
Woman's College (U. N. C.)		21.8
Georgia State College for Women		21.6
Wry Washington College (University of Virginia)	24.2	21.6
Illins College	24.2	21.6

TABLE 31

Item 19b. Sex

	NUMBER
Male	
Female	91

TABLE 32

Item 19c. Marital Status

	MALE	FEMALE
Married		4
Engaged		16
Going Steady		8
Unattached		63
Other		0

TABLE 33

Item 20. In what size community have you spent most of your life?

	MALE	FEMALE
A metropolis with a half-million or more people		2
A suburb of such a metropolis		1
A city of 100,000 plus to 500,000 people		15
A city of 50,000 plus to 100,000 people		9
A city of 10,000 plus to 50,000 people		17
A town of 2,500 to 10,000 people		21
A town under 2,500 people		17
On a farm		8

TABLE 34

Item 21. What was the last year of school your father completed?

	MALE	FEMALE
Some grade school		6
Completed eighth grade		10
Some high school		4
Completed high school		23
Some college		18
Completed college		21
Some graduate or professional work		3
Completed graduate or professional training		6

WOMAN'S COLLEGE
(U.N.C.)

TABLE 35

22. What is your father's occupation? Please give title and brief description of what he does.

	MALE	FEMALE
Professional, technical and kindred		15
Farmers and farm managers		7
Business, officials & proprietors, & military officers		36
Professional and Kindred		7
Workers		6
Craftsmen, foremen & kindred		4
Apprentices & kindred (apprentices of trades, etc.)		3
Domestic household workers		0
Domestic Workers		3
Unskilled laborers and foremen		0
Unemployed, except farm and mine		1
Unemployed, retired, and disabled		5

TABLE 36

23. What is your family's present income?

	Male	Female
Under \$2,500		3
\$2,500 plus to \$5,000		20
\$5,000 plus to \$8,000		19
\$8,000 plus to \$10,000		18
\$10,000 plus to \$15,000		13
\$15,000 plus to \$25,000		4
Over \$25,000		4

TABLE 37

24. What was the last year of school your mother completed?

	Male	Female
Some grade school		2
Completed eighth grade		4
Some high school		5
Completed high school		24
Some college		27
Completed college		16
Some graduate or professional training		9
Completed graduate or professional training		4

TABLE 38

25. Does your mother work outside the home?

	Male	Female
No		
Part time		42
Full time		12
		37

Purposes of a College Education:

The final section on the questionnaire was devoted to six statements which represent different purposes of a college education. The student was asked to check whether he rated the purpose high, medium, or low. In addition to these six statements, the student was asked to indicate the most important purpose of a college education.

Table 39 and 40 give the distribution of responses for these items. In the total sample, the majority of students indicated that the most important purpose of a college education was to "provide a basic, general education and appreciation of ideas." The next most important purpose of a college education was "provide vocational training: develop skills and techniques directly applicable to your career." There were institutional as well as sex differences in the ranking of importance of these purposes of a college education.

Conclusion:

It is hoped that each institution will disseminate the findings of this report to various administrative levels of the university. It is realized that each university will have its own particular interest in various parts of the report and may pursue these interests further with the use of the set of cards which will be furnished along with this report. The results of this study should raise many questions at the college level and it is hoped that each college or university will follow up their interest by further studies within their own institution. In addition, if any institution would like to replicate this study for the present senior class, arrangements can be made to reproduce the questionnaire at the local level.

WOMAN'S COLLEGE (U. N. C.)

T A B L E 39

Students have different ideas about the main purpose of college education. Some of their ideas are listed below. Indicate your opinion by checking: High next to the statement you consider highly important. Medium next to the statements you consider of medium importance. Low next to the statements you consider of little importance, irrelevant, or even distasteful to you.

	MALE			FEMALE		
	High	Medium	Low	High	Medium	Low
Provide vocational training: develop skills and techniques directly applicable to your career.				56	23	11
Develop your ability to get along with different kinds of people.				54	32	5
Provide a basic general education and appreciation of ideas.				85	6	0
Develop your knowledge and interest in community and world problems.				55	32	4
Help develop your moral capacities, ethical standards, & values.				41	35	14
Prepare you for a happy marriage and family life.				18	42	30

T A B L E 40

32. Among those ideas classified as highly important, which would you choose as the most important.

	Male	Female
Provide vocational training: develop skills and techniques directly applicable to your career.		15
Develop your ability to get along with different kinds of people.		9
Provide a basic general education and appreciation of ideas.		54
Develop your knowledge and interest in community and world problems		5
Help develop your moral capacities, ethical standards, and values.		4
Prepare you for a happy marriage and family life.		1

SURVEY OF CAREER PLANS OF COLLEGE SENIORS

Ignore small numbers underneath spaces provided for checking your answers to certain items (e.g., _____₆)
(please print)

Identification _____
(1) (2) (3) (4) (5)

Last name First name Initial(s)

Name of Institution

Give address where you can always be reached:

(Street number - rural route - city - state)

1. What is your present college major? _____ (6,7)

Specify major (e.g., mathematics)

2. When did you decide to major in this area?

Before College 1 _____ (8)
Freshman year 2 _____
Sophomore year 3 _____
Junior year 4 _____
Other 5 _____

3a. Have you ever had a major other than your present one?

Yes 1 _____
No 2 _____

3b. If yes, specify previous major. _____ (10,11)

4. How important has each of the following been in the choice of your present major? **Place a check (✓) in appropriate column for each item.**

Item Number	Very Important	Of Some Importance	Not important at all	
(1) Parents	_____12_____	_____x_____	_____o_____	(12)
(2) Friends or relatives in occupation you plan to enter	_____1_____	_____2_____	_____3_____	
(3) Interest in subject matter	_____4_____	_____5_____	_____6_____	
(4) What you seem to be good at	_____7_____	_____8_____	_____9_____	
(5) Aptitude test or vocational counseling in high school	_____12_____	_____x_____	_____o_____	(13)
(6) High School Teacher	_____1_____	_____2_____	_____3_____	
(7) College Teacher	_____4_____	_____5_____	_____6_____	
(8) Friends or relatives	_____7_____	_____8_____	_____9_____	
(9) Aptitude tests or vocational counseling in college	_____12_____	_____x_____	_____o_____	(14)
(10) Necessary to my career	_____1_____	_____2_____	_____3_____	
(11) Other (what?) _____	_____4_____	_____5_____	_____6_____	

5. Most important was (write the appropriate item number): _____ (15,16)

6. Have you decided at this time what occupation you plan to pursue?

Yes 1 _____
No 2 _____
Undecided 3 _____

(17)

6a. If you have decided upon an occupation, which one of the categories listed best describes the time you had made up your mind?

(18)

- | | | |
|-----------------------|---|-------|
| Junior in High School | 1 | _____ |
| Senior in High School | 2 | _____ |
| Freshman in College | 3 | _____ |
| Sophomore in College | 4 | _____ |
| Junior in College | 5 | _____ |
| Senior in College | 6 | _____ |
| In Service | 7 | _____ |
| Other | 8 | _____ |

6b. If you have decided upon an occupation, would you describe it in specific terms. If undecided or have not made up your mind, please describe the occupation you have given the most consideration. (Will the girls indicate an occupation other than marriage only if they plan it as a career.)

(19,20)

7. How important has each of the following been in your choice of an occupation? **Place a check (✓) in appropriate column for each item.**

Item Number	Very Important	Of Some Importance	Not important at all
(1) Parents	_____ 12	_____ X	_____ 0
(2) Friends and relatives	_____ 1	_____ 2	_____ 3
(3) Members of occupation you plan to enter	_____ 4	_____ 5	_____ 6
(4) High School Teacher	_____ 7	_____ 8	_____ 9
(5) College Teacher	_____ 12	_____ X	_____ 0
(6) Aptitude tests or vocational counseling in High School	_____ 1	_____ 2	_____ 3
(7) Aptitude tests or vocational counseling in College	_____ 4	_____ 5	_____ 6
(8) Own choice, what seemed to be best at time	_____ 7	_____ 8	_____ 9
(9) Other (who?) _____	_____	_____	_____

(21)

(22)

7b. Which of the above was the most important?

Item number _____

(23,24)

8a. How important were the following in your choice of an occupation? **Place a check (✓) in appropriate column for each item.**

Item Number	Very Important	Of Some Importance	Not important at all
(1) "Provide an opportunity to use my special abilities or aptitudes,"	_____ 12	_____ X	_____ 0
(2) "Provide me with a chance to earn a good deal of money."	_____ 1	_____ 2	_____ 3
(3) "Permit me to be creative and original."	_____ 4	_____ 5	_____ 6
(4) "Give me social status and prestige."	_____ 7	_____ 8	_____ 9

(25)

Item Number	Very Important	Of Some Importance	Not important at all	
(5) "Give me an opportunity to work with people rather than things."	<u>12</u>	<u>X</u>	<u>0</u>	(26)
(6) "Enable me to look forward to a stable, secure future."	<u>1</u>	<u>2</u>	<u>3</u>	
(7) "Leave me relatively free of supervision by others."	<u>4</u>	<u>5</u>	<u>6</u>	
(8) "Give me a chance to exercise leadership."	<u>7</u>	<u>8</u>	<u>9</u>	
(9) "Provide me with adventure."	<u>12</u>	<u>X</u>	<u>0</u>	(27)
(X) "Give me an opportunity to be helpful to others."	<u>1</u>	<u>2</u>	<u>3</u>	

8b. Which is most important? Item number _____ (28)

9. Have you secured or been assured of a position after graduation?

Yes	1 _____	(29)
No	2 _____	

10. Have you received any job offers? Yes 1 _____ (30)
No 2 _____

11. Are you now seeking employment? Yes 1 _____ (31)
No 2 _____

12. Are you planning to go to graduate or professional school?

No	1 _____	(32)
Yes - full time	2 _____	
Yes - part time	3 _____	
Undecided	4 _____	

If you are not planning on going to graduate or professional school, please skip to Page 5.
Question 18.

13a. If you are undecided or definitely planning on going to graduate or professional school after getting your bachelor's degree, indicate the field in which you plan to major. If undecided at this time indicate this below.

(33)

13b. For what degree do you plan to study?

M. A.	1	_____	(35)
M. S.	2	_____	
M. Ed.	3	_____	
LL. B.	4	_____	
D. D.	5	_____	
M. D.	6	_____	
Ed. D.	7	_____	
Ph. D.	8	_____	
Other	9	_____	
Undecided	X	_____	

13c. After you receive the degree indicated above, do you plan to work for another degree?

- No 1 _____ (36)
 Yes - Ph. D. 2 _____
 Yes - Ed. D. 3 _____
 Yes - other 4 _____
 Undecided 5 _____

13d. When do you plan to start your graduate work?

- By September, 1960 1 _____ (37)
 After September, 1960 2 _____
 After Military Service 3 _____
 Undecided 4 _____

14. How important has each of the following been in your decision to go to graduate or professional school?

Item Number	Very Important	Of Some Importance	Not Important at all	
(1) Parents	_____ 12	_____ x	_____ o	(38)
(2) Friends or relatives in occupation you plan to enter	_____ 1	_____ 2	_____ 3	
(3) Friends or relatives	_____ 4	_____ 5	_____ 6	
(4) Interest in Subject	_____ 7	_____ 8	_____ 9	
(5) Aptitude test on vocational counseling in college	_____ 12	_____ x	_____ o	(39)
(6) College Teacher	_____ 1	_____ 2	_____ 3	
(7) Preparation necessary for a specific occupation	_____ 4	_____ 5	_____ 6	
(8) Additional degree would increase chances for higher salary	_____ 7	_____ 8	_____ 9	
(9) Other (what?) _____	_____ 12	_____ x	_____ o	

14a. Most important was (write the appropriate item number): _____ (40,41)

15a. What graduate school do you plan to attend? (If undecided, indicate this below).

 SCHOOL STATE (42,43)

15b. List the colleges or universities to which you have applied for admission. (If you have applied to none, indicate this below.)

 SCHOOL STATE (44)

 SCHOOL STATE

 SCHOOL STATE

 SCHOOL STATE

 SCHOOL STATE

15c. Place a check (✓) by any of the above colleges or universities to which you have applied for an assistantship, scholarship, or fellowship. (45)

16. What type of financial arrangements do you intend to make to support your graduate or professional study?

Graduate assistantship	1 _____	(46)
Graduate scholarship	2 _____	
Outside work - part time	3 _____	
Savings	4 _____	
Support from family	5 _____	
If married - wife work	6 _____	
Loan fund	7 _____	
GI Bill	8 _____	
Other (what?) _____	9 _____	

17a. How important has each of the following been in your decision to attend the graduate or professional school of your choice?

Item Number	Very Important	Of Some Importance	Not Important at all	
(1) Cost	_____12_____	_____X_____	_____O_____	(47)
(2) Family preference	_____1_____	_____2_____	_____3_____	
(3) Size of graduate or professional school	_____4_____	_____5_____	_____6_____	
(4) Nearness to home	_____7_____	_____8_____	_____9_____	
(5) Academic reputation of the graduate or professional school	_____12_____	_____X_____	_____O_____	(48)
(6) Excellence of training in field I am interested in	_____1_____	_____2_____	_____3_____	
(7) Will receive a scholarship or assistantantship	_____4_____	_____5_____	_____6_____	
(8) I can meet the admission requirements	_____7_____	_____8_____	_____9_____	
(9) The school's graduates can make good contacts	_____12_____	_____X_____	_____O_____	(49)
(10) My college teacher recommended it	_____1_____	_____2_____	_____3_____	
(11) Friends or relatives in occupation you plan to enter recommend it	_____4_____	_____5_____	_____6_____	
(12) Other (what?) _____	_____	_____	_____	

17b. Most important was (write appropriate item number): _____ (50,51)

THIS IS WHERE YOU BEGIN AGAIN -- THOSE OF YOU WHO INDICATED THAT YOU WERE NOT PLANNING ON GOING TO GRADUATE OR PROFESSIONAL SCHOOL. THOSE OF YOU WHO HAVE JUST COMPLETED THE PREVIOUS SECTION SKIP TO QUESTION 19 Page 6.

18. How important has each of the following been in your decision not to go to graduate or professional school?

Item Number	Very Important	Of Some Importance	Not Important at all	
(1) It would cost more than I can afford	<u>12</u>	<u>x</u>	<u>0</u>	(52)
(2) I would rather get married	<u>1</u>	<u>2</u>	<u>3</u>	
(3) My college teachers think I should not go	<u>4</u>	<u>5</u>	<u>6</u>	
(4) My college grades are too low	<u>7</u>	<u>8</u>	<u>9</u>	
(5) I don't think I have the ability	<u>12</u>	<u>x</u>	<u>0</u>	(53)
(6) Tired of school	<u>1</u>	<u>2</u>	<u>3</u>	
(7) Practical experience better than additional education	<u>4</u>	<u>5</u>	<u>6</u>	
(8) No advantage in graduate work	<u>7</u>	<u>8</u>	<u>9</u>	
(9) Most people I know (my family and friends) do not go to graduate or professional school	<u>12</u>	<u>x</u>	<u>0</u>	(54)
(10) I have never thought about why I might not go to graduate or professional school	<u>1</u>	<u>2</u>	<u>3</u>	
(11) I am too old -- don't want to take time.	<u>4</u>	<u>5</u>	<u>6</u>	
(12) Other (what?) _____	_____	_____	_____	

18b. Most important was (write the appropriate item number): _____ (55,56)

THE NEXT SECTION IS COMPOSED OF A FEW BACKGROUND QUESTIONS. THESE ARE IMPORTANT AND WILL ENABLE US TO COMPARE THE PLANS OF STUDENTS WITH DIFFERENT CHARACTERISTICS.

19. A. Age to nearest birthday. _____ years _____ (57,58)
- B. Sex Male 1 _____ (59)
 Female 2 _____
- C. Are you: Married 1 _____ (60)
 Engaged 2 _____
 Going Steady 3 _____
 Unattached 4 _____
- (20) In what size community have you spent most of your life? _____ (61)
- A. A metropolis with a half-million or more people 1 _____
- B. A suburb of such a metropolis 2 _____
- C. A city of 100,000 plus to 500,000 people 3 _____
- D. A city of 50,000 plus to 100,000 people 4 _____
- E. A city of 10,000 plus to 50,000 people 5 _____
- F. A town of 2,500 to 10,000 people 6 _____
- G. A town under 2,500 people 7 _____
- H. On a farm 8 _____

21. What was the last year of school your father completed?
- | | | |
|---|---------|------|
| Some grade school | 1 _____ | (62) |
| Completed eighth grade | 2 _____ | |
| Some high school | 3 _____ | |
| Completed high school | 4 _____ | |
| Some college | 5 _____ | |
| Completed college | 6 _____ | |
| Some graduate or professional work | 7 _____ | |
| Completed graduate or professional training | 8 _____ | |

22. What is your father's occupation? Please give title and a brief description of what he does.
- _____ (63)
- _____

23. What is your family's present income?
- | | | |
|---------------------------|---------|------|
| Under \$2,500 | 1 _____ | (64) |
| \$2,500 plus to \$5,000 | 2 _____ | |
| \$5,000 plus to \$8,000 | 3 _____ | |
| \$8,000 plus to \$10,000 | 4 _____ | |
| \$10,000 plus to \$15,000 | 5 _____ | |
| \$15,000 plus to \$25,000 | 6 _____ | |
| Over \$25,000 | 7 _____ | |

24. What was the last year of school your mother completed?
- | | | |
|---|---------|------|
| Some grade school | 1 _____ | (65) |
| Completed eighth grade | 2 _____ | |
| Some high school | 3 _____ | |
| Completed high school | 4 _____ | |
| Some college | 5 _____ | |
| Completed college | 6 _____ | |
| Some graduate or professional training | 7 _____ | |
| Completed graduate or professional training | 8 _____ | |

25. Does your mother work outside the home
- | | | |
|-----------|---------|------|
| No | 1 _____ | (66) |
| Part time | 2 _____ | |
| Full time | 3 _____ | |

College students have different ideas about the main purpose of college education.

Some of their ideas are listed below. Indicate your opinion by checking.

H (high) next to the statements you consider highly important

M (medium) next to the statements you consider of medium importance.

L (low) next to the statements you consider of little importance, irrelevant, or even distasteful to you.

- | | HIGH | MEDIUM | LOW | |
|---|-------|--------|-------|------|
| 26. Provide vocational training: develop skills and techniques directly applicable to your career | _____ | _____ | _____ | (67) |
| | 12 | x | 0 | |
| 27. Develop your ability to get along with different kinds of people. | _____ | _____ | _____ | |
| | 1 | 2 | 3 | |

- | | HIGH | MEDIUM | LOW | |
|--|------|--------|-----|---------|
| 28. Provide a basic general education and appreciation of ideas | 4 | 5 | 6 | |
| 29. Develop your knowledge and interest in community and world problems | 7 | 8 | 9 | |
| 30. Help develop your moral capacities, ethical standards, and values. | 12 | X | O | (68) |
| 31. Prepare you for a happy marriage and family life. | 1 | 2 | 3 | |
| 32. Among those ideas classified as highly important which would you choose as the most important. Indicate the number here _____ | | | | |
| | | | | (69,70) |

DATE DUE

DEC 17 1979			
APR 18 1984			
APR 18 1984 X			
MAY 9 1984 X			
APR 30 1984 X			
GAYLORD			PRINTED IN U.S.A.

